F

Resume	See Instruction Sheet	DATE OF RESUME 7/15/65	DATE RECEIVED
ERIC ACCESSION NO. 28	2. ORIGINATOR CONTROL NO(S). 7100	3. IDENTIFICATION NO. N.A.	DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Low, Camilla M., Farwell, Gail F. and Rothney, John W. M.

5. TITLE OF DOCUMENT ABSTRACTED:

A Report of the Status of Guidance Services in Wisconsin. Joint Staff Study XXXII

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN:
ORG. JSCCHE Room 333 Wisconsin Center
ST. 702 Langdon St.
CITY, ST. Madison, Wis.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Wisconsin: Joint Staff, Coordinating Commission for Higher Education

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	27-29	Jan. 60	30

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: survey

16. INDEXING TERMS (6-12)

surveys Y-18A	professional edu. P-20	government S-02	
counseling R-37	students Y-15	vocational edu. B-01	
student services Y-14	talent Y-19	adult education R-09	
		undergraduate edu. Y-33	planning P-15

17. ABSTRACT (MAX. 250 WORDS)

Report includes: Results of questionnaire study on guidance services in 31 Wisconsin colleges; Wisconsin institutions offering training for guidance workers; number of requests for guidance workers at the University of Wisconsin Teacher Placement Office from 1950 through 1959; general procedures at University of Wisconsin research and guidance laboratory for superior students; guidance and counseling institutes; proposed requirements for counselor certification in Wisconsin; State services; guidance in schools of vocational and adult education; and future plans proposed by State department of public instruction.

RIC No. 18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

F

W-20

Wisc. Joint Staff Study XXXII
January, 1960

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

A REPORT ON

THE STATUS OF GUIDANCE SERVICES IN WISCONSIN

Camilla M. Low
Gail F. Farwell
John W. M. Rothney

ED000228

THE OBJECTIVES OF GUIDANCE WORKERS

Guidance is an on-going process rooted in the principles of human development and carried on throughout the school life of every individual. The aims of guidance personnel are ultimately inseparable from those of other educators. The immediate goal of guidance is to help all individuals to develop their strengths and overcome or eliminate weaknesses so that they can make educational, vocational, and personal choices that are appropriate to them and acceptable to society.

GUIDANCE PROCEDURES

Counseling is the heart of the guidance program. It has been defined in many ways but it is essentially a process in which a counselor works in a face-to-face and one-to-one relationship with students. The counselor strives to assist them to develop skills and to gain experience in making decisions about educational, vocational, and personal matters. Students are assisted in self-analysis, orientation, and placement by counseling, by use of such additional procedures as the provision of educational, vocational, and self-study materials, and by collection and cumulation of information about their behavior. Evaluation studies to determine the outcome of such practices are essential parts of the guidance process.

In the elementary school years guidance is most commonly the responsibility of teachers with adequate help of specialists. In the secondary school and beyond guidance demands competent counselors to coordinate the guidance services of teachers and other staff members, as well as to engage in the professional phases of individual counseling.

A STUDY OF STATUS IN THE HIGH SCHOOLS

It has not been the practice of the State Department of Public Instruction to keep records of the ratios of students to guidance workers in Wisconsin high schools. In order to get such information the writers prepared a questionnaire which was mailed to all the Wisconsin high schools on the mailing list kept at the University of Wisconsin Records Office.

Three hundred and fifty-three or 82.8 percent of the high schools responded to the questionnaire. It appears that their responses provide a good sample of the situation in those schools which employ guidance workers. It is known that many of the schools that did not respond were those which do not employ any counselors. The figures probably represent a slightly better picture than might have been obtained if all the schools had replied.

The basic data are presented in Table I and figures derived from them appear in Table II. It is apparent that most students in Wisconsin high schools have little chance to spend much time with a qualified counselor who devotes full time to guidance work. They have slightly more opportunity to get the services of a partly prepared worker who devotes only part of his time to guidance functions.

In general the three-year high schools provide most guidance services. The parochial, four-year, and six-year high schools follow in decreasing order. All of the three-year high schools have at least one staff member who devotes full time to guidance work, approximately 27 percent of the parochial and four-year high schools have no staff members who have regularly scheduled hours, and more than half of the six-year high schools provide no regular time for guidance work.

The number of students to each full-time staff member who has a graduate

degree in guidance in three-year, parochial, four-year and six-year high schools are, respectively, 1502, 3302, 4034, and 4358. The extent to which Wisconsin high schools vary from recommended practices may be observed when these figures are compared with the recommendations of Dr. Conant that there be one qualified counselor to each 250 students, the suggestion of the North Central Association that the ratio be one to 400, and the recommendations of many authorities in guidance that it be from one to 300 to one to 500. Even if one notes the ratios (in Table II) of part-time partly qualified workers to the number of students, only two of them approach the suggestions of the most conservative recommenders.

It should be noted that the need for more counselor services was indicated for all types of schools. Sixty-three, 42, 52, and 39 percent of the six-year, four-year, three-year, and parochial schools, respectively, indicated that they needed more qualified personnel. The questionnaire responses generally revealed awareness of the need to improve guidance offerings and many schools indicated plans to meet such needs.

TABLE I

RAW DATA TOTALS FROM THE QUESTIONNAIRE RESPONSES FROM 353 WISCONSIN HIGH SCHOOLS

Questionnaire Items	160 six-year high schools with combined population of 74,082 students	136 four-year high schools with combined population of 68,580 students	21 three-year high schools with combined population of 25,538 students	36 parochial high schools with combined population of 16,512
Schools with no staff member having regularly scheduled hours for guidance work	89	38	0	10
Number of staff members giving full time to guidance work	30	33	23	10
Number of part-time guidance workers	145	195	56	112
Number of Counselor equivalents of combined full-time and part-time guidance workers	67	95	48	39
Number of staff members having graduate degrees in guidance	65	81	37	22
Number of staff members with graduate degrees in guidance employed as full-time guidance workers	17	17	17	5
Number of staff members with graduate degrees in guidance employed part time as guidance workers	32	58	13	10
Number of staff members working toward graduate degrees in guidance	64	90	17	14
Number of staff members working toward graduate degrees in guidance and employed full time in guidance	4	14	1	3
Number of above employed part time	37	56	10	9
Number of schools who indicate need for more counselor services	101	57	11	14

TABLE II

SUMMARY OF QUESTIONNAIRE RESPONSES FROM 353 WISCONSIN HIGH SCHOOLS

Ratios of students to guidance workers	160 six-year high schools with combined population of 74,082 students	136 four-year high schools with combined population of 68,580 students	21 three-year high schools with combined population of 25,538 students	36 parochial high schools with combined population of 16,512
Number of students per full-time counselor equivalent	1106	722	532	423
Number of students per full-time counselor	2469	2075	1110	1651
Number of students per staff member who has graduate degree in guidance employed as <u>full-time</u> guidance worker	4358	4034	1502	3302
Number of students per staff member who has graduate degrees in guidance employed as <u>part-time</u> guidance worker	2315	1183	1964	1651
Number of students per staff member who is working toward degree in guidance who is employed either full or par -time as guidance worker	1807	980	2322	1376
Percent of schools with no staff members who have regularly scheduled hours for guidance work	55.6	27.9	0.0	27.7
Percent of schools indicating need for more counselor services	63.1	41.9	52.4	38.9

A STUDY OF STATUS OF GUIDANCE SERVICES IN WISCONSIN COLLEGES

Ten state colleges and sixteen private colleges responded to a questionnaire about their guidance services sent to all the colleges and universities in the state. The following analysis is based on the 26 replies received. It should be noted that no information was obtained from Marquette University or the University of Wisconsin.

The basic data are presented in Table III. Computations from the basic data reveal that the ratio of students to full-time personnel engaged in counseling in the state colleges was 1805 students. In the private colleges the ratio was found to be 375. If all persons employed in student personnel services are included on the basis of full-time equivalents, the ratios determined were 370/1 in the private colleges. It should be noted that these figures apply to all personnel services ranging from the direction of student activities and housing to working with individuals in counseling centers.

Twenty-five persons in the state colleges and twenty-three in the private colleges held graduate degrees in counseling. Seven of the state colleges and five of the private colleges indicated the need for more counselor services. The questionnaire responses revealed that six state colleges offered varying amounts of course ~~work~~ in guidance and counseling ranging from one course to a program leading to the master's degree. Two state colleges offer the master's degree. Three of the private colleges offered one or two courses in guidance and counseling.

TABLE III

GUIDANCE SERVICES IN 26 WISCONSIN COLLEGES

Descriptive Data	State Colleges with a Combined population of 14,438 students	Private Colleges with a combined population of 7,502 students
Number of colleges replying	10	16
Colleges with no staff members having regularly scheduled house for guidance work	0	4
Number of staff members giving full time to guidance work	8	20
Number of personnel involved in some aspect of student personnel services (not necessarily counseling)		
Full time	17	44
Half time or more	42	38
Number of personnel with graduate degrees in counseling		
Master's degree	13	14
Doctoral degree	12	9
Number of institutions indicating a need for more counseling services	7	5
Number of institutions offering some courses in guidance and counseling	6	3

PREPARATION OF GUIDANCE WORKERS

Counselors are prepared for work in guidance at four educational institutions in Wisconsin. Work at the doctorate level is offered at the University of Wisconsin and at Marquette University while preparation at the master's level is offered at these institutions plus Stout and Superior State Colleges. The programs at Superior and Stout are relatively new while those at the University of Wisconsin and Marquette have been offered for many years.

The University of Wisconsin staff consists of three professors. Despite the fact that guidance programs in schools and colleges have been doubled since 1942, there has been no increase in University staff members who devote full time to the preparation of guidance personnel. For many years the University has not been able to prepare enough students to meet the demands for qualified workers. During the last nine years the Teacher Placement Office at the University of Wisconsin has had the following calls for guidance workers. (See Table IV).

TABLE IV

REQUESTS FOR GUIDANCE WORKERS RECEIVED AT THE
TEACHER PLACEMENT OFFICE OF THE UNIVERSITY OF WISCONSIN

YEAR	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	COLLEGE TEACHERS OF GUIDANCE	COLLEGE PERSONNEL WORKERS
1950-51	--	36	--	--
1951-52	--	40	--	--
1952-53	2	57	--	--
1953-54	2	48	--	--
1954-55	3	58	--	--
1955-56	5	92	20	171
1956-57	15	42	31	129
1957-58	23	141	27	144
1958-59	37	195	59	214
TOTALS	87	709	137	658

During the period from August 1948 to June 1958, 378 students obtained their master's degree and 47 their Ph.D's in the area of guidance workers from the University of Wisconsin.

The Research and Guidance Laboratory for Superior Students at the University of Wisconsin.

The research and guidance laboratory began operation in February, 1957, under the sponsorship of the School of Education and the College of Engineering of the University of Wisconsin. It was established for the purpose of carrying

out longitudinal research on methods for discovery and guidance of youth of superior intellectual promise in any field of study. It also provides an opportunity for supervised practice in counseling for graduate students who are majoring in guidance. The laboratory staff is at present composed of ten persons who are working on a cooperative basis with 86 schools, which constitute an excellent sample of Wisconsin secondary schools in terms of size and geographic location.

In the period from February, 1957, to the end of November, 1959, 600 high school students have visited the Laboratory one or more times for a total of 1208 visits. The staff has visited 58 of the schools for meetings with the faculties and 810 parents of superior students have been interviewed. Fourteen research projects using the data collected at the laboratory and covering topics that range from mental characteristics of superior students to administrative problems in providing for their guidance are now under way.

The laboratory is housed in a building (823 Irving Place) which has been remodeled to provide for adequate interviewing and testing. One-way vision screens and recording devices permit counselors-in-training, school personnel, and others to observe the research and guidance procedures that are employed.

General Procedures at the Laboratory

1. Schools which participate in the work nominate the students who are sent to the laboratory for testing and counsel. The number of students selected depends upon the school population. Schools are free to identify students in any manner they choose. Many have employed methods suggested by the laboratory staff.

2. The students come to the laboratory at the school's expense for one-day visits at least once each year during their period of high school attendance. At each visit the students are counseled, tested, and their written and oral performances are analyzed. They are permitted to visit University classes and laboratories and to confer with University staff members in any area of interest.

These procedures are designed to:

a) broaden their horizons with respect to educational and vocational opportunities;

b) develop realistic self-concepts about their own strengths and weaknesses;

c) assist in the planning of suitable educational programs;

d) discover methods for overcoming limitations;

e) encourage development of personal and academic strengths;

f) provide counsel on any matter which may influence the students' fullest development.

Findings are interpreted to the students and the implications are considered in counseling sessions. Procedures are highly individualized and adaptations to particular needs are attempted throughout.

3. The students are accompanied on their first visit to the laboratory by an administrator or a member of the school faculty who answers questions about his school on a Guide for Obtaining Information about Techniques and Methods in the Identification and Development of Superior Students in Wisconsin High Schools. The questions on the guide refer to curriculum, personnel, and procedures of the schools

4. After the visit to the laboratory, written reports are sent to the school which include recommendations and suggestions about each student.

5. Later, members of the laboratory staff visit the high school and attend faculty meetings at which the performances of the selected students are discussed and the general topic of recognition and development of superior students is considered.

6. Parents are interviewed at the schools or at the University. The findings of the laboratory and their implications are discussed fully and frankly.

7. A longitudinal record of each student is maintained at the laboratory and the data are used for research purposes. The topics on which research is currently under way are listed on the following page.

8. All students will be followed through the period of their high school and post-high school training experience and into occupational activities after graduation.

The staff of the laboratory believes that the work of identifying and providing for superior students is basically an obligation of the schools. The

laboratory attempts to stimulate and assist Wisconsin high school faculties to meet this obligation.

The 86 schools cooperating in the work of the Laboratory are listed below. They constitute an excellent sample of Wisconsin high schools in terms of size and geographic location.

Abbotsford
Almond
Albany
Amherst
Antigo
Ashland
Athens
Beaver Dam
Belmont
Birnamwood
Black River Falls
Bonduel
Bowler
Lrodhead
Butternut
Central High (Madison)
Clintonville
Colby
Cumberland
Delavan
DePere
East High (Madison)
Edgar
Edgerton
Edgewood(Madison)
Fall River
Fort Atkinson
Gays Mills
Green Lake
Greenwood
Hammond
Gresham
Arrowhead (Hartland)
Hayward
Hortonville
Iola
Ladysmith
Manawa
Marinette
Marathon
Marshfield
Marion
Medford
Menill (Merrill)
Middleton
Custer (Milwaukee)
Mosinee
Monona Grove
Nekoosa
New London
Oak Creek
Oconomowoc
Oostburg
Oshkosh
Pittsville
Plymouth
Port Washington
Prairie du Sac
Random Lake
Schofield
Shawano
Sheboygan Central
Sheboygan Falls
Shiocton
Spencer
Spooner
Stevens Point
Stoughton
Stratford
Sturgeon Bay
Three Lakes
Tony
Verona
Waterloo
Waukesha
Waupaca
Wausau
Wauwatosa
West High (Madison)
Weyauwega
West Allis
Whitefish Bay
Wisconsin Dells
Wisconsin High (Madison)
Wisconsin Rapids
Wittenberg

Guidance and Counseling Institutes

Under provisions of Title VB, National Defense Education Act, contracts can be negotiated with institutions of higher education for the purpose of improving the qualifications of persons engaged in counseling. There are also opportunities for teachers who desire to become workers in the guidance field.

NDEA institutes are offered in both regular and summer sessions. They are intended to complement and supplement the phases of Title 5A, State Programs in Counseling and Testing, which are described later in this report. One institute was offered at Marquette University during the summer of 1959. The University of Wisconsin is one of seven institutions which is offering a Guidance and Counseling Institute during the academic year, 1959-1960. During the summer of 1960, approximately 75 Institutes will be offered and approximately 23 will be held during the academic year of 1960-61. Wisconsin secondary school teachers and counselors are eligible to apply. It is planned that institutes will be offered through the academic year 1962-63.

CERTIFICATION OF COUNSELORS

Wisconsin is one of seven states (excluding Alaska and Hawaii) which has not yet approved a plan for the certification of counselors. The following plan has been approved by the Wisconsin Personnel and Guidance Association and the TEPS. At the time this report was prepared the plan was awaiting approval by the State Department of Public Instruction.

Proposed Requirements For Counselor Certification in Wisconsin

I. For B-Level Certificate

A. General requirements

1. A bachelor's degree from an approved college or university.
2. The basic requirements for Wisconsin teacher's certificate.
3. At least three years of successful teaching experience, or its equivalent.

B. Professional requirements

1. At least 18 semester hours of graduate work, or its equivalent, in education and guidance.
2. Course work, or its equivalent, showing knowledge and competency in the following areas, not more than six semester hours of which may be on the undergraduate level:
   a. Guidance Foundations (Meaning, history, objectives, principles, practices, problems, issues, etc.)
   b. Study of the Individual (Ability to collect significant information regarding individuals through various approaches - tests, interviews, records, etc. - and to synthesize this information for a particular individual)
   c. Human Growth and Development, Including Mental Hygiene (Basic knowledge regarding the various aspects of child growth and development, and of the principles of child guidance; an analysis of the factors in normal personality development, and of the educational implications of these factors).

d. Counseling Techniques, and Supervised Practice in Guidance and Counseling.

e. Requirement for Secondary Counselors only
Occupational and Educational Information (Ability to gather, evaluate, and organize informational materials needed in guidance. Knowledge of group guidance techniques)

f. Required for elementary counselors only
Curriculum Development (A knowledge of curriculum development sufficient to make possible the coordination of guidance activities with the total school program)

g. Statistics and Research

3. Suggested areas for electives:

Organization of Guidance Programs
The Exceptional Child
Labor Problems
Philosophy of Education
Curriculum Construction
Abnormal Psychology
Child or Adolescent Psychology
Psychology of Individual Differences
Remedial Reading
Individual Testing
School Administration
Group Guidance
Social Casework

II. For A-Level Certificate

Additional requirements for A-Level Certificate

1. A Master's degree

2. A minimum of two years' experience as a counselor in which more than one-fourth of the time was released for counseling and related guidance services.

3. At least one year of accumulated work experience in fields other than education.

4. Additional knowledge and competencies: Six semester hours, or its equivalent, as follows:

a. Administration of Guidance Programs (Ability to plan, initiate, and administer a guidance program)

b. Other professional training chosen from or comparable to electives listed in I-B-3.

III. Prior Service Credit

The proposed requirements for counselor certification in Wisconsin, both general and professional, are waived for those persons employed as counselors at the date of enactment. This grandfather clause applies to those persons more than one-fourth of whose time is released for counseling and related guidance services. All persons seeking counselor certification subsequent to the date of enactment will be required to meet both general and professional provisions.

STATE SUPERVISION AND RELATED SERVICES

Wisconsin is the only state which does not have a full-time, professionally qualified supervisor of guidance in the state department of public instruction. The following statement drawn from a plan for the National Defense Education Act, which was submitted by the Department of Public Instruction to the Office of Education in 1959, describes the Wisconsin situation. The additions in the parentheses are those of the writers:

The State educational agency does not have a formally organized division of guidance, counseling, and testing. However, all of its general and special supervisors are prompted by the guidance point of view in their consultative activities. One of the state secondary school supervisors (who is not primarily a guidance specialist) has been given the responsibility of directing part of his work to state guidance,counseling, and testing services. In this capacity he has helped in the preparation of pertinent materials for distribution, has acted as consultant to the statewide testing committee, and has worked to coordinate various guidance agencies, services, and organizations, both state and national, in their relationships with local school programs. During 1958 a state supervisor of mental health was added to the staff. It is obvious that certain aspects of this supervisor's work have contributed to the improvement of statewide guidance services.

In addition, the Wisconsin Cooperative Educational Planning Program, the statewide curriculum program under the direction of the State Educational agency, has always endeavored to improve and expand guidance services in Wisconsin. One of the specific results of such effort has been the production of bulletins and materials relating to guidance and counseling and statewide distribution and utilization of such materials.

Some of these activities have been carried forward with a reasonable degree of satisfaction. However, other needed activities have been decidedly limited.

GUIDANCE AND COUNSELING PROGRAMS AT THE LOCAL LEVEL

The following general description of current activities in guidance at the local level was submitted in 1959 by the State Department of Public Instruction to the United States Office of Education:

All public secondary schools in Wisconsin have someone designated as the person or persons responsible for the local program of guidance and counseling. However, these people vary in competency from those whose only qualification may be special interest in guidance services to those who fully meet the generally recognized standard of training and experience necessary to provide adequate guidance and counseling services for secondary school students. In turn, the amount of time available for guidance and responsibilities may vary from a few minutes of time occasionally given to these duties to full-time responsibilities in which the counselor may have no more than four hundred students to counsel. However, such counseling responsibilities are usually combined with duties relating to the administrative aspects of the guidance program. Many schools do not have adequate personnel to collect, record, and utilize information about students which may be used for general educational improvement, as well as for the establishment of more effective guidance procedures. In addition, many schools do not have facilities considered necessary for effective guidance and counseling.

TESTING PROGRAMS IN THE STATE

The following report of current testing activities was submitted by the State Department of Public Instruction to the Office of Education in 1959. A description of testing programs was required by the Office of Education for those states which applied to participate in the National Defense Education Act:

> The state testing program in Wisconsin is sponsored by the Wisconsin Association of Secondary School Principals, and its services are performed by the Student Counseling Center, University of Wisconsin. A member of the Wisconsin State Department of Public Instruction is a member of its advisory committee.
>
> The state testing service has both a fall and spring program. The fall program is directed primarily to beginning 9th grade students, whereas the spring program is directed primarily to 11th grade students. However, at times schools wish to test others on whom they have incomplete data.
>
> For example, during the school year 1957-58, 459 high schools participated in the fall program and 438 in the spring program. The following table shows the kindand number of tests used in the program.

Fall 1957	Number of Individual Tests Scored					
	7th and 8th grade	9th grade	10th grade	11th grade	12th grade	TOTAL
Henmon-Nelson	41	41,013	515	416	217	42,202
Iowa T.E.D.[1]						27,642
Strong Voc. Interest[2] Blank					5,549	5,549
Spring 1958						
Henmon-Nelson	183	1,948	118	40,856	232	43,337
						25,032
					TOTAL...	143,762

The Iowa Tests of Educational Development are not recorded according to grade location of the pupil. They cover, however, all six secondary school grades and the norms used for reporting are not only grade norms, but also beginning-of-year or end-of-year norms for the particular grade. Typed reports are sent to the schools listing the names of students, the raw scores and the percentiles. Starting in the spring of 1959 the School and College Ability Tests and the Sequential Tests of Educational Progress were added to the program upon the request of the Wisconsin Secondary School Principals Association.

For comparative purposes there are about 440 public high schools and 50-60 private and parochial schools in the state. Practically all of the public schools make use of the state testing program, and many of the private and parochial schools also participate. At present there are about 175,000 students enrolled in grades 9-12 in Wisconsin public high schools and about 25,000 students in private and parochial high schools. It has been estimated that nearly 100% of Wisconsin public high school students have usually taken the Henmon-Nelson test at least once during their school career.

A limited number of the larger school systems score their own tests.

---

1 Iowa Tests of Educational Development

2 Strong Vocational Interest Blank. This is an interest inventory - not a test.

PLANS FOR THE FUTURE PROPOSED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION

The State of Wisconsin has chosen to participate in the National Defense Education Act. The general policies for such participation were developed by a committee of educators who met with members of the State Department of Public Instruction. Details of the plan were worked out by members of that Department. The proposals for the future, when contrasted with the previous description of State Supervision and Related Services, Guidance and Counseling Programs at the Local Level, and Testing Programs in the State, indicate the expected changes that may be brought about within the next three years while the State participates in the National Defense Education Act.

Proposed State Activities

Objectives. Properly qualified state personnel will be provided to maintain, establish, and extend guidance, counseling, and testing services in the public secondary schools which are to benefit in general. all students and to identify in particular: students with outstanding aptitudes and abilities. In order to achieve these objectives and thus establish more adequate guidance, counseling, and testing services of secondary school students, the State educational agency will carry forward a sustained program throughout the three-year period during which Title V of the National Education Act is in effect.

Description of State Supervisory Program under the Plan.

To promote, plan, organize, and supervise programs in the field

of guidance, counseling, and testing at the state level and in local educational agencies, the state educational agency may engage in the following activities:

1. The development, organization, general direction and coordination of guidance, counseling, and testing programs established under the plan.
2. Planning state programs and assisting in the planning of local programs.
3. Assisting local guidance personnel in establishing, maintaining, or improving programs.
4. Helping in the planning and preparation of materials and information for state and local programs.
5. Stimulating efforts to improve professional competencies and increase the number of qualified guidance counselors.
6. Encouraging all possible means of in-service growth.
7. Evaluating the results of guidance, counseling, and testing programs.
8. Such other related activities as may be necessary for the organization, maintenance, and improvement of programs established under the plan.

Program Review. The State educational agency will review and evaluate at least annually:

1. The program of State Supervision.
2. The testing program.
3. The local programs of guidance and counseling.

Qualifications of State Personnel.

1. State Coordinator of Guidance Services shall, as a minimum, meet the requirements and possess the competencies as provided in the proposed A-Level Certicicate for Counselors in Wisconsin described above. If possible, the State Coordinator shall have a Ph.D. degree with a major in the field of guidance services.
2. Guidance Supervisors shall, as a minimum, meet the requirements and possess the competencies as provided in the proposed B-Level Certificate for Counselors in Wisconsin as

described above. If possible, the Guidance Supervisors shall meet the requirements and possess the competencies as provided in the proposed A-Level Certificate for counselors in Wisconsin.

3. All professional personnel concerned with the direction and administration of the plan program as provided to implement Title V shall be selected in light of the competencies necessary to achieve the objectives stated, and to carry on the activities for which each professional staff member shall be specifically charged.

Proposed Activities at the Local Level

Guidance and counseling programs in public secondary schools under the plan shall serve both to advise students regarding courses of study best suited to their ability, aptitudes, and skills, and to encourage students with outstanding aptitudes and ability to complete their secondary school education and enter higher institutions. These programs shall provide assistance to students by assessing abilities, aptitudes, interests, and educational needs; developing understandings of educational and career opportunities and requirements, and helping them make the best possible use of these opportunities through the formulation and achievement of realistic goals. Such programs will be carried out by the following activities:

1. Collecting, organizing, and interpreting such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and abilities related to educational and career planning and progress.

2. Making available to the student and his parents such educational and career information as may be essential for them to understand the various educational and career opportunities and requirements related to the choice of an educational program and a career.

3. Providing individual counseling (1) to help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses; (2) to help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements; (3) to help the student, with the assistance of his parents, make appropriate educational plans including the choice of courses in the secondary school and the choice of an institution of higher education; (4) to stimulate

desires in the student to utilize the abilities in attaining appropriate educational and career goals; and (5) to provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.

4. Providing services to encourage and assist students in making educational transitions, such as placement in educational institutions beyond the high school.

5. Providing such group activities as may be necessary to orient students to the (1) high school program; (2) educational opportunities beyond the high school; and (3) career opportunities and requirements.

6. Providing to teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the state and the nation.

7. Collecting and analysing such information as may be needed to evaluate the guidance and counseling program, and to provide such guidance information as may be available and needed to evaluate the school's program in terms of the educational needs of the students and of the state and the nation.

Funds for the improvement of testing and counseling programs will be paid to local school districts pursuant to approval by the state agency of a plan submitted by the local agency which gives the background, present status and plans for further development of the local program. Among the conditions for the distribution of funds, the following are pertinent to this report:

> Approved local programs shall establish a minimum counselor-student ratio of one full-time counselor, or equivalency, for each unit of approximately 500 students enrolled, and programs will continue to be approved for reimbursement as progress is made toward a recommended counselor-student ratio of one to 250-300.
>
> Physical facilities and equipment shall be such that proper test results can be obtained, and that group procedures and individual counseling can be effective. The extent to which physical facilities and equipment are approvable shall be determined by the state educational agency on the basis of such considerations as security of personal counseling data and the availability of materials pertinent to educational and career planning.

The state educational agency shall provide supervision of local programs. This responsibility may be fulfilled by providing qualified state supervisors and/or by delegating to local or regional supervisory units the responsibility of providing qualified supervisors.

The guidance and counseling program of each local educational agency must include provisions to insure the coordination of all student personnel services in the school which can contribute to the guidance of students.

Proposed Testing Programs

The state educational agency will approve such local school programs of guidance and counseling for reimbursement which utilize a testing program that meets established requirements and provide a counselor or counselors who possess the necessary general and professional requirements. It may also be established that those who are not fully qualified according to requirements will be accepted if the instructor has a minimum of 10 semester hours of credit toward the B-level certification requirements, with the understanding that at least 4 hours of work will be acquired each year until B-level requirements are met.

Either all or selected parts of an achievement battery and a scholastic aptitude test will be utilized to test students for identifying and counseling students in the public secondary schools. It is the intent of the state agency that all or parts of one achievement battery and/or a scholastic aptitude test will be administered to all secondary students not later than the ninth grade and that a similar combination of tests will be administered again during one of the last six semesters of each student's high school attendance. These tests shall be selected on the basis of standards such as those established in Technical Recommendations for Achievement Tests, Committee on Test Standards AERA-NCMUE, N. E. A.; and Technical Recommendations for Psychological Tests and Diagnostic Techniques, Supplement to the Psychological Bulletin, March, 1954, American Psychological Association.

The state educational agency will administer the planned program of testing. To do this the state educational agency will establish standards and procedures governing the manner in which the local agency may plan and administer its testing program. Because all public secondary schools in Wisconsin participate in, at some time or other, the present state testing program, which is sponsored by the Wisconsin Secondary School Principals Association and administered by the Student Counseling Center of the University of Wisconsin, the state educational agency may contract with the Student Counseling Center, University of Wisconsin, for the implementation of the planned program of testing. Standards and procedures governing the manner in which the local agency may plan and administer its program will be concerned with the professional objectives, activities, and anticipated outcomes of the local program. Principles of efficiency and economy will also be given their proper place in these governing standards and procedures. The state educational agency may also contract with other test service organizations for needed testing services, if such services are found to be necessary for implementation of the planned program of testing.

GUIDANCE IN WISCONSIN SCHOOLS OF VOCATIONAL AND ADULT EDUCATION

The Wisconsin System of Vocational and Adult Education has for many years recognized the need for specialized guidance and counseling services. In its administrative organization, its program development, and its teaching methods, it has worked toward helping individuals obtain maximum growth, particularly in the vocational aspects of their lives.

The first formal attempt to organized guidance services was made in 1921 with the establishment of the vocational rehabilitation program. Interested and competent persons in local vocational and adult schools were selected as counselors and had one-half of their time assigned to case work. This arrangement continued until 1944 when the State Board of Vocational and Adult Education employed full-time counselors on the state staff.

Interest in counseling during this time extended to other aspects of the activities of the schools. A number of Rehabilitation Counselors extended counseling services to young people, and after 1944, remained with the schools. In 1937, the first certification requirements for teachers were adopted by the State Board of Vocational and Adult Education. One of the requirements was that all full-time teachers complete a two-credit course in vocational guidance. This requirement continues today.

The appointment of a state supervisor of Occupational Information and Guidance in 1946 gave further recognition to guidance. In 1947 all counselors were required to meet certification requirements. Today all persons assigned to guidance responsibilities half time or more must be certified counselors.

Present Status of Guidance

The size and nature of the educational program has a great deal of bearing

on the extent and quality of guidance services offered. In schools with enrollment limited to evening adult students, guidance services consist of little more than counseling for class selection and placement, usually by the teachers and director. There are 20 schools which have evening school programs only.

Twenty-eight schools, primarily in communities between 10,000 to 20,000 have a full day-time enrollment of less than 100. In these schools, continuous guidance programs are limited. Twelve schools have clearly defined guidance programs with a person in charge who has at least six credits in guidance. Guidance services in these schools include orientation, counseling, testing, individual inventory, and job placement for full-time students. For part-time students, guidance services include class selection and placement, a limited amount of vocational counseling for adults, and assistance to apprentice committees in the selection of apprentices. Many schools of this size cooperate closely with the high schools in providing educational programs for high school students.

Fourteen schools have full-time enrollment of more than one hundred students. Twenty-six qualified counselors serve 12 of them. Guidance services in these schools include what is offered by smaller schools. Many of them also provide adult vocational counseling services and testing for selection and placement in business, industry, and government. Most maintain occupational information files and give placement services. They frequently cooperate in this work with the Wisconsin State Employment Service. Some counselors do a limited amount of follow-up. Many make their counseling and testing services available to high school students. The extent of these services varies considerably from school to school, as does the counselor's time for counseling, the availability of facilities, and the quality of the personnel.

In general, there is a continuing effort on the part of these schools to

include guidance services in their programs to as great an extent as possible.

Guidance techniques, as they apply to the elementary and secondary school, can be applied to the program for full-time students in Wisconsin vocational and adult schools, especially to the compulsory age group. But the compulsory age group has been decreasing in percentage yearly, making up only 6% of the total enrollment of 138,489 in 1958-59, and only one-third of these (3071) attend school full-time.

Another group to which these techniques can be applied, with only slight modification, is the full-time, post-high school technical students. In 1958 and 1959 this group of 4232 made up 3% of the total enrollment. Twelve schools provide the greatest bulk of these programs. Most of these schools have qualified counselors.

Guidance services for the part-time adult student (94% of the total enrollment) have not been clearly defined. Usual guidance techniques are not well suited to this group since the problems of part-time adults are different from those of full-time students. The time that they have available for counseling and testing is limited and their social and economic positions place serious restrictions on their ability to make changes. In addition, the responsibility which the school can assume for such counseling has not been determined. Yet it is apparent that with an ever-changing society, there are obvious needs for assistance to adults through competent guidance.

New techniques are being sought. Closer cooperation with other community agencies who counsel adults is being obtained. The future role of the school will evolve accordingly.

SUMMARY

It is evident that students in Wisconsin high schools are not getting the quantity or quality of guidance services that are recommended by specialists in the area of counseling and by educators generally. This situation seems to be due in part to the fact that the State Department of Public Instruction has not had full-time, professionally-qualified persons to stimulate the schools to provide more adequate guidance services and, until recently, required no reports of what was being done in this area. Guidance has too frequently been considered as an incidental function of school staff members who were inadequately prepared to carry out such assignments.

The preparation of counselors has been limited because of inadequate numbers of staff members in teacher education institutions and by inadequate opportunities to provide supervised practical experience for graduate students.

It appears that the future looks more hopeful than the past. The influence of the National Defense Education Act will be great in stimulating the efforts of the State Department of Public Instruction, the schools, and the institutions for counselor preparation. With continuing improvement of facilities for counselor preparation and with professional leadership and increased activity at the state level, the schools will become more alert to the need for good guidance practices. When such changes occur it seems likely that Wisconsin students may get the guidance they deserve.